

Adolescent Family Life Prevention Demonstration Project End of Year Report

☐ Program Progress Report ☐ Evaluation Report

Grant Number (Example APH PA 2000):		
Applicant Organization:		
Title of Project:		
Project Period: (Example July 1, 2005-June 30, 2006):		
Project Year (1-5):		
Program Director*:		
Title:		
Street Address:		
Line 1:		
Line 2:		
City:	State (2 Characters):	9-Digit ZIP:
E-mail:		
Telephone:	Fax:	
Program Coordinator: (if different from Program Director):		
Title:		
E-mail:		
Telephone:	Fax:	

* A Resume or Curriculum Vitae must be mailed to OPHS Grants Management and to your OAPP project officer if this is a new project director.

Project Evaluator:		
Title:		
University/Organizational Affiliation:		
Street Address:		
Line 1:		
Line 2:		
City:	State (2 Characters):	9-Digit ZIP:
E-mail:		
Telephone:	Fax:	

* If the evaluator has changed, please include a copy of his or her resume or CV in the report.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0990-0300, expiration date 5/31/2009. The time required to complete this information collection is estimated to average 65 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Health & Human Services OS/OIRM/PRA; 200 Independence Ave., S.W., Suite 531-H; Washington D.C. 20201. Attention: PRA Reports Clearance Officer

Grantees with Both Care & Prevention Programs Must Use the Appropriate Enclosure for Each Program

Adolescent Family Life Prevention Demonstration Project End of Year Program Progress Report

- I. Detailed description of the demonstration model for the previous year.
- A. Description of program/intervention for the prevention demonstration project including:
- Grantee organization (school, state agency, voluntary agency, etc.)
 - Geographic area served (urban, rural, suburban)
 - Setting(s) (i.e., in school, after school, summer)
 - Curricula and other educational materials used
 - Target population (i.e., gender, age, race/ethnicity)
 - Specific intervention strategies and activities
 - Intensity of intervention(s): duration and frequency (e.g. one hour, once a week, for 12 weeks)
- The project director should complete this description and provide it to the program evaluator for inclusion in his or her report.
- B. Brief review of the rationale for use of the project intervention based upon theory, previous practice, review of the literature and/or evaluation findings. The project director should complete this description and provide it to the program evaluator for inclusion in his or her report.
- C. Description of how the grantee provides, directly or by referral, any one or more prevention services (see list in sec. 2006(a)(5)(13)) in addition to educational services relating to family life and adolescent premarital sexual relations. Describe how these additional prevention services support or promote the educational component.
- D. Description of how the project implements interventions consistent with AFL policies, the Title XX statute and the “A-H” definition of “abstinence education” (as set out in section 510(b)(2)(A)-(H) of Title V of the Social Security Act).
- E. Description of how the project involves parents, guardians, and other family members in the program activities. Description of the process for obtaining parental consent. (sec. 2006(a)(21)(A) and (13)).
- F. Description of how the grantee incorporates the youth development (developmental assets) model into the project. Discuss specific assets being addressed in the project and program activities that are relevant.
- G. Description of outcome-based objectives, with a clear statement of results or benefits expected (or achieved). Objectives should be specific, measurable, achievable, realistic, and time-framed (S.M.A.R.T.). The project director should complete this description and provide it to the program evaluator for inclusion in his or her report.
- H. Description and/or diagram of the project logic model. This should be created with the project director and evaluator during the early part of the first year and updated as necessary in subsequent project years.
- I. Numbers and types of program participants
1. Description of client recruitment and retention methods and selection criteria.
 2. Use Enclosure A to report on the numbers and types of program participants. The numbers reported on this enclosure should be discussed with the program evaluator and provided to him or her.
 3. Address any inconsistencies between numbers or participants served by the project and those included in the analysis of program objectives and outcome

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evaluation.

4. Intensity/ dosage: Average and range of participants per session for different types of sessions/interventions (e.g. “an average of 20 students attended each class (range 15-25”). Average number of sessions a participant attended (e.g. “students attended an average of 25 hours of the intervention (range 3-45). If there is a set number of hours participants should receive from the intervention, for example 15 hours, what number and percentage of participants received a given proportion of the program, for example 50%, 75%, or 100% of the intervention sessions?
 - J. Using Enclosure C, provide data regarding the AFL Efficiency Measure.
 - K. Description of challenges encountered while implementing program and proposed solutions.
 - L. Describe any significant changes in the project since the continuation proposal, and how these changes affected the number of clients served
 - M. Describe the unique features or accomplishments of the project in the previous year.
- II. Grantee's current plan and activities that address continuation of services at the termination of this Federal funding.
 - III. Describe any grants management or evaluation issues not otherwise addressed.

Adolescent Family Life Prevention Demonstration Project End of Year Evaluation Report

Please include page one as the cover page of the evaluation report.

- I. Executive summary
- II. Description of program/ intervention for the prevention (abstinence) demonstration project. - Grantee organization (school, state agency, community based organization, etc.); Geographic area served (urban, rural, suburban); Setting(s) (i.e., in school, after school, summer); Curricula and other educational materials used; Target population (i.e., gender, age, race/ethnicity); Specific intervention strategies and activities; Intensity of intervention(s) (duration, frequency). This description should be taken from the program progress report and replicated here.
- III. Brief review of the rationale for use of the project intervention based upon theory, previous practice, review of the literature and/or evaluation findings. This description should be taken from the program progress report and replicated here.
- IV. Description and/or diagram of the project logic model. This should be created with the project director and evaluator during the early part of the first year and updated as necessary in subsequent project years.
- V. Program objectives and hypotheses
 - a. Describe the outcome-based objectives, with a clear statement of results or benefits expected (or achieved). Objectives should be specific, measurable, achievable, realistic, and time-framed (S.M.A.R.T.). This description should be prepared by the Project Director and replicated here.
 - b. Proposed questions/hypotheses the evaluation is addressing. These should be tied closely to the SMART objectives identified by the program.
- VI. A description of a process or implementation evaluation plan. Evaluations in their first year should focus on determining that the intervention is in place, that it is adequately and appropriately staffed, and that it is reaching its intended population.
 - a. Indicate if the process evaluation is in place and if it is ongoing.
 - b. What measures are being used for the process evaluation (e.g., demographics of the population being studied, intervention dosage, satisfaction surveys).
 - c. Do the numbers served in the program match the numbers in the evaluation? Address any inconsistencies between numbers or participants served by the project and those included in the analysis of program objectives and outcome evaluation.
 - d. Have findings from the process evaluation led to modifications in the program or the outcome evaluation? If so, what modifications were made?
- VII. Outcome Evaluation Research Design
 - a. Provide a simple statement and possibly, a diagram, of the research design. For example, “the evaluation is a quasi-experimental study which includes pretests, post-tests and six month follow-ups of students in the xy school and comparison group.....”
 - b. Sampling plan and recruitment activities. Describe the sample size and whether it is sufficient to ensure that any observed differences between groups are significant. This section is looking for a clear description of who is being evaluated, from where are they recruited, how many are in each group, how is this determined, etc.
 - c. Describe the comparison group and how they are recruited/ sampled, or in the absence of a comparison group, comparison data or strategy.

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- d. Describe the data collection instruments (surveys, interviews, focus groups) used including information on reliability and validity of instruments. Include the instruments used for data collection in the report appendix the first time this report is submitted, and subsequently reference the data collection instruments as submitted in the Year X report. Describe how intervention dosage is measured.
 - e. Describe the data collection process and schedule. Are there any differences in data collection for the intervention and comparison group participants? What quality assurance procedures are used to improve data validity and reliability?
 - f. What type of management information system is available and the entire data process, including how the survey is administered, who collects the data and enters them into the system, and who analyzes the data. State how the evaluator and program staff ensure confidentiality of the data.
 - g. Describe the follow-up assessment and longitudinal tracking of program participants during and after the intervention, if applicable.
 - h. Describe the data analysis procedures (statistical methods used).
 - i. Describe the design limitations.
 - j. Describe how the evaluation fits in with the program particularly how data is used for mid-course corrections and ongoing program improvements.
- VIII. Results (using numbers, percentages, and means and standard deviations, and other statistical analyses appropriate for the selected design);
- a. Tables or graphs showing demographics, proportion of participants receiving a given dosage/ intensity level, statistical analysis, other findings. Description of findings.
 - b. Provide a table that includes the numbers of participants in the intervention group(s) and comparison group, if applicable, recruited to the intervention, number enrolled/ completing baseline screening or pre-test, number completing the intervention and/or the post-test, and numbers completing follow-up surveys at subsequent follow-up intervals. Discussion of missing data and strategies for overcoming data collection and follow-up challenges.
 - c. Findings related to evaluation questions/ hypotheses and SMART objectives;
 - d. Outcomes from the SMART program objectives identified by the program.
 - e. For project funded in September 2004 and later, use Enclosure B to provide data regarding AFL Prevention Long-Term Measures #1 and 2.
- IX. Discussion
- a. Discussion of the data and information collected
 - b. Issues that affected the outcome evaluation and how they were addressed
 - c. Problems encountered during the implementation and evaluation process and proposed solutions
 - d. Interpretation of the results for each evaluation question, including relevant information from the process evaluation component.
 - e. A statement of the extent to which the program reached or is approaching its objectives (that is, to what extent are both the process and outcome objectives being met.)
- X. Recommendations from the evaluator based on the process and outcome evaluation results.
- XI. List of any professional presentations or publications from the AFL demonstration project.

Program Statistics

Special Note: Please count EVERY participant involved in your AFL program regardless of how long or the level of involvement in your program's activities. To the best of your ability, please provide unduplicated numbers of clients seen this year.

Count of Youth in the AFL Project:

Female Youth Participants

Ethnicity	12 years and under	13-14 years	15-17 years	18 Years and Older	Total
Hispanic or Latino					
Not Hispanic or Latino					
Unknown/ unreported					
Total					

Race	12 years and under	13-14 years	15-17 years	18 Years and Older	Total
American Indian or Alaska Native					
Asian					
Black or African American					
Native Hawaiian or Other Pacific Islander					
White					
More than one race					
Unknown/ unreported					
Total					

Male Youth Participants

Ethnicity	12 years and under	13-14 years	15-17 years	18 Years and Older	Total
Hispanic or Latino					
Not Hispanic or Latino					
Unknown/ unreported					
Total					

Race	12 years and under	13-14 years	15-17 years	18 Years and Older	Total
American Indian or Alaska Native					
Asian					
Black or African American					
Native Hawaiian or Other Pacific Islander					
White					
More than one race					
Unknown/ unreported					
Total					

Count of Parents, Guardians, and other Clients Served:

	Parents/ Guardians	Other Clients Served (Siblings, Other Family Members, Etc.)
Total		

Count of Counselors, Teachers and Other Presenters Trained:

	Counselors Trained	Teachers Trained	Other Presenters Trained
Total			

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Performance Measures for AFL Prevention Demonstration Projects

Projects funded in FY 2004 and later who are using the AFL Core Evaluation Instrument should complete Performance Measures 1-2 using the AFL Prevention Follow-Up Survey.

PREVENTION LONG TERM MEASURE #1: Increase in the involvement of parents in the lives of their adolescent children as measured by the proportion of AFL Prevention Demonstration project clients who report communication with their parents about puberty, pregnancy, abstinence, alcohol, and/or drugs.

Baseline Question 1.13

Number of respondents checking 2 or more categories to Prevention Core Baseline Question 1.13: "Have you ever talked to one or both of your parents or guardians about any of these things?" _____

Total number of respondents to Baseline Question 1.13. _____

Follow-up Question 1.10

Number of respondents checking 2 or more categories to Prevention Core Follow-up Question 1.10: "Since you started the program, have you talked to one or both of your parents or guardians about any of these things?" _____

Total number of respondents to Follow-Up Question 1.10. _____

AND

Baseline Question 1.14

Number of respondents checking 1 or 2 times, a few times, or many times to Prevention Core Baseline Question 1.14: "How often during the past year have you asked one or both of your parents or guardians questions about the changes in your body, dating, or alcohol and drugs?" _____

Total number of respondents to Baseline Question 1.14. _____

Follow-up Question 1.11

Number of respondents checking 1 or 2 times, a few times, or many times to Prevention Core Follow-up Question 1.11: "Since you started the program, how often have you asked one or both of your parents or guardians questions about the changes in your body, dating, or alcohol and drugs?" _____

Total number of respondents to Follow-Up Question 1.11. _____

PREVENTION LONG TERM MEASURE #2: Increase adolescents' understanding of the positive health and emotional benefits of abstaining from premarital sexual activity as measured by the proportion of AFL Prevention Demonstration project clients who report that it is important to them to remain abstinent until marriage.

Baseline Question 5.3

Number of respondents checking "quite important" or "very important" to Prevention Baseline Question 5.3: "As you look to the future, how important is it for you to remain abstinent (not to have sex) until marriage?" _____

Total number of respondents to Baseline Question 5.3. _____

Follow-up Question 5.3

Number of respondents checking "quite important" or "very important" to Prevention Follow-up Question 5.3: "As you look to the future, how important is it for you to remain abstinent (not to have sex) until marriage?" _____

Total number of respondents to Follow-Up Question 5.3. _____

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Efficiency Measure for AFL Prevention Demonstration Projects

All projects should complete the efficiency measure. Please review the instructions carefully prior to completing the measure.

EFFICIENCY MEASURE: Sustain the cost to encounter ratio in Title XX Prevention Demonstration Projects.

Numerator

Program costs: FSR Line 10D (Net outlays) minus Evaluation costs allotted in the budget _____

Denominator

Individual Client Service Hours delivered this year _____

Group/ Family Client Service Hours delivered this year _____

Total Client Service Hours delivered this year _____

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